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AUTHOR	Hess, Richard T.; Shore, Marietta Saravia
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IDENTIFIERS	California; Compton; *Project BEST

ABSTRACT

This content analysis schedule for the Compton Elementary Bilingual Education Plan of Compton, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on time distribution, classroom environment, sequence for dominant and second language skills, and children's books in Spanish. (SK)

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#229
Compton, California

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PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y.,N.Y.10021

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

SECOND YEAR DATA VERIFIED BY COMPTON, CALIFORNIA PROJECT

✓ Initial Proposal

✓ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

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Project BEST
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 229

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

data Verified by project

Research Assistant R. Hess - M. Shore Date 6/72

0.2 Name of Project Compton Elementary Bilingual Education Plan

0.3 Address of Project Compton Unified School District

0.4 604 S. TAmarind St.
Compton, Calif. 90220

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see	(97) -	1969
Project	07 -	1970
No.	17 -	1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 0

2.3 Prior bilingual program involved: 2.3 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 0

1-local	4-university
2-state	5-federal (specify).....
3-foundation	6-other (specify).....

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 1, 2

0.3 Address of Project Compton Unified School District

0.4 604 S. TAmarind St.
Compton, Calif. 90220

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
(97) - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 0

2.3 Prior bilingual program involved: 2.3 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 0
1-local 4-university
2-state 5-federal (specify)_____
3-foundation 6-other (specify)_____

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 1, 2
(1)-early childhood (pre K + K)
(2)-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1, 4
(1)-local (4)-federal (specify) Title I
2-state 5-other (specify) _____
3-university 6-foundation support _____

2.8 Total Title VII grant (first year only) 2.8 $ 76,500

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 15,000

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: Compton College C p.82 3.0 1
0-none

C = Continuation document

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 1

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 166
B. Second year B 191
C. Third year C 220

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	2

PSK 56 TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	

B ____ TOTAL students gr. 7-9

Grade	Number of Classes
1-grade 1	2
2-grade 2	2
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	

A 135 TOTAL students gr. 1-6

Grade	Number of Classes
10-grade 10	
11-grade 11	
12-grade 12	

C ____ TOTAL students gr. 10-12

4.3 PSK 56
A 135
B
C

4.4 1-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: ____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 153	II E-Dom - NEMT: 38
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 0

5.0

		No.	%
NE dom N-EMT	I	153	80
E dom NEMT	II_1	38	20
E-Dom EMT	II_2	0	0
Total E-Dom II= II_1 + II_2		38	20

C = Continuation document

I Total Non-English Dominant: 153

II Total English Dominant: 38

Cp71 Pobl. The November 1968 District Survey of ESL needs noted that needs were classified at 3 levels: Children totally spanish -

grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	2

PSK 56 TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	

B ____ TOTAL students gr. 7-9

1-grade 1	2
2-grade 2	2
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	

A 135 TOTAL students gr. 1-6

10-grade 10	
11-grade 11	
12-grade 12	

C ____ TOTAL students gr. 10-12

4.3 PSK 56
A 135
B
C

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 153	II E-Dom - NEMT: 38
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 0

5.0		No.	%
NE dom N-EMT	I	153	80
E dom NEMT	II_1	38	20
E-Dom EMT	II_2	0	0

C= Continuation document

I Total Non-English Dominant: 153

II Total English Dominant: 38

Total E-Dom II= $II_1 + II_2$ 38 20

Cp71 Pp6 The November 1968 District Survey of ESL needs noted that needs were classified at 3 levels: Children totally Spanish-speaking; children speaking English with great difficulty, and those with a limited disadvantage in English. (No. or % not given)

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1) a native E. speaking acculturated American who may or may not know a second lang. 2) a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	153	80 %	.....
B2 Puerto-Rican	B2	.....	..... %	.....
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify) n.s.	B4	38	20 %	.....
B TOTAL No. of Spanish-speaking Americans	B	191	100 %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EMT target students		191	100 %	.....

Cp 22: "Program for spanish-speaking and American children of Mexican or Latin American heritage."

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Black	E1 ns	..... %	.....
E2	E2 —	..... %	.....
II TOTAL number of EMT students other than target population	ns	..... %	.....

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 1

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	Spanish	38	20
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students		Number of students Bilingual to any extent			
	Number	%	not spec.	No. %	not spec.	only listening comprehension No. %	speaking ability No. %	
E	38	English 20	✓		✓			

B1 Mexican-American	B1 153	80 %	.....	Cp 22:
B2 Puerto-Rican	B2	..... %	.....	
B3 Cuban	B3	..... %	.....	"Program for
B4 Other Spanish-American (specify) n.s.	B4 38	20 %	.....	Spanish-speaking and American children of Mexican or Latin American heritage."
B TOTAL No. of Spanish-speaking Americans	B 191	100 %	.....	
C Portuguese-American	C	..... %	.....	
D Franco-American	D	..... %	.....	
F Chinese-American	F	..... %	.....	
G Eskimo	G	..... %	.....	
H Russian	H	..... %	.....	
J Other	J	..... %	.....	
I TOTAL number of N-EMT target students	191	100 %	.....	

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Black	E1 ns	..... %	.....
E2	E2 —	..... %	.....
II TOTAL number of EMT students other than target population	ns	..... %	.....

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 1

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	Spanish	38	20
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	38	English	20	✓	...	...	✓	...	...	...	...
A	....	American Indian	...	...	...	...	...	...	...	...	...
A1	.....	Navajo	...	...	...	...	...	...	...	...	...
A2	.....	Cherokee	...	...	...	...	...	...	...	...	...
A3	.....	Keresan	...	...	...	...	...	...	...	...	...
A4	.....	Other (spec.)	...	...	...	...	...	...	...	...	...
B	153	Spanish	80	✓	...	...	✓	...	...	...	...
C	.....	Portuguese	...	...	...	...	...	...	...	...	...
D	.....	French	...	...	...	...	...	...	...	...	...
F	.....	Chinese	...	...	...	...	...	...	...	...	...
G	.....	Eskimo	...	...	...	...	...	...	...	...	...
H	.....	Russian	...	...	...	...	...	...	...	...	...
J	.....	Other (spec.)	...	...	...	...	...	...	...	...	...

p 3a

Long-Range Program Goals

5.2

A bilingual youngster, fluent in Spanish and English achieving at his "potential" and proud of his Latin heritage within the American society.

1. To produce a primary education program for Spanish-speaking and American children of Mexican or Latin-American heritage entering the Compton Unified School District.

2. To produce a high degree of teacher competency in:

   a. Learning the nature of bilingual schooling and to communicate what has been learned.

   b. Developing the skills of experimenting, measuring and evaluating.

   c. Carrying out creativeness, imagination and resourcefulness.

   d. Teaching cultural sensitivity in a bilingual-bicultural classroom.

3. To produce a bilingual youngster, skilled in using Spanish and English, achieving at his "potential" and proud of his Latin heritage within the American anglo-culture.

4. To introduce the children first to the dimensions of their own culture moving forward toward the understanding of the dominant anglo-culture.

5. To have the child achieve, from the perspective of another culture, a deeper understanding of oneself, one's nation and history.

6. To produce, through the medium of English as a second language, a rich, intercultural, child-centered classroom environment.

7. To produce state adopted textbooks and curriculum guides which show the contribution of Americans of Mexican and Latin American heritage to the overall cultural heritage of the United States.

Immediate Goals:

To expand vertically from the established first year bilingual kindergarten and first grade, a second grade bilingual program within the nature of bilingual schooling - with provisions for auxiliary services to assure success.

Activities:

1. To produce within five years Spanish-dominant children in and through Spanish, working with the regular academic content as determined - appropriate to their grade and maturity level by curriculum specialists.

5.6 Recruitment of Students: 5.6 3

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of Indian pupils in project area: see Chart C 5.7 20-32 %
n.s. not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 3,1
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 100 %
B. Average family income, if mentioned B. $ 3,200
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 100 %
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 0
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 0
II 6

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

6.3 Language dominance of N-EMT groups (check A ✓ parents, B ✓ children, C ✓ teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A n.a.
B .....
C .....

USE NON-ENGLISH LANG. USE ENGLISH

5.8 Community Characteristics (mark ally that apply) 5.8 3,1
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 100%
B. Average family income, if mentioned B. $ 3,200
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 100%
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 0
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 0
II G

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

6.3 Language dominance of N-EMT groups (check A ✓ parents, B ✓ children, C ✓ teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A n.a.
B .....
C .....

*

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home	AB always	AB	A					
2 Church	AB always	AB	AB					
3 School	ABC equally	ABC	ABC	ABC	→ equally			
4 Work	AC some	AC	Sometime C		→ equally			
5 Socializing	ABC always →							
6 Neighborhood	ABC always →							
7 film-TV-radio	ABC always →							
8 Magazines, news	A	A	A always					
9 Others (specify)								

Bilingual both languages

* Project added this information. Not specified how this data was collected. From Project verification.

6.4 If not included in survey, how was student's language dominance determined?

	I N-EMT	II EMT
1-inferred by use of surname	____	____
2-established by formal testing of students	____	____
3-assessed by informal means (specify how)	____	____ oral Spanish test
4-not mentioned how language dominance was determined	____	____

6.4 I 2, 3 Add. # p1
II _____

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 n.a.
An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 n.a.
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 n.a.
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 n.a.
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 n.s.
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 na
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified

(if any information is not specified, cross out that

which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 n.a.

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 n.a.

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no — 6.8 n.a.

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____ — 6.9 n.s

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned — 6.10 na

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N=	N=
II_1 E Dom NEMT	N=	N=

A Total Number Monolingual: 0
B Total Number Bilingual: 3

Total Number of Teachers
N 3

7.1

		No.	%
I	A	___	___
I	B	___	___
II	A	___	___
II	B	___	___
II_1	A	___	___
II_1	B	___	___
	A	0	0
	B	3	100
	N	3	

Add. #1 p16

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ____ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II E Dom N-EMT		

A Total Number Monolingual: 0

B Total Number Bilingual: 7

N Total Number of aides or paraprofessionals: 7

cpb

7.2	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	—	—
II A 1	—	—
II B 1	—	—
A	0	0
B	7	100
N	7	

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

N-EMT

II E Dom EMT

II E Dom 1 N-EMT

I B
II A
II B
II A 1
II B 1

A 0 0
B 7 100
N 7

A Total Number Monolingual: 0

B Total Number Bilingual: 7

N Total Number of aides or paraprofessionals: 7

cp6

7.3 Language(s) used by bilingual program teachers: (Mark all that apply) 7.3 2

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
Hispanic	3	100	Hispanic	7	100	ns	ns		

0-not specified

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____ and % ____ of total N-EMT teachers.

7.6 No. 13 % ___

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
(5)-more than half
0-not specified

7.7 A No. 5 % ns
B ___ ___

7.8 Teacher Qualifications - Training and experience prior to project
(Indicate number of teachers with each qualification, if given)

7.8 2, 4, 7, 10, 5, 8, 14, 69, 15

no.'s 3

n.s.-qualifications not spcified
0-previous courses not specified

1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. 3 teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like competence
4. 3 previous teaching in local area/live in the community
5. 3 courses in N-EMT language structure and usage/ linguistics or FL trainin
6. 3 courses in N-E literature/ or literacy in Spanish
7. 3 must be bilingual
8. 3 any previous education through N-EMT/content of courses learned through N-EMT
9. 3 courses in teaching ESL/audio lingual approach
10. 3 courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. 3 cross cultural courses
15. 3 courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ___ other qualifications, specify

Add #1 p14

Personnel with special language qualifications and appropriate experiences or training have been screened to provide project staff.

8.0 STAFF DEVELOPMENT

8.1 A 2, 4, 5, 6
B 2, 4, 5, 6

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	___	___
1-English as their second language	___	___
(2)-The teaching of English as a second language	✓	✓
3-X as their second language	___	___
(4)-The teaching of X as a second language	✓	✓
(5)-Methods of teaching other academic subjects	✓	✓

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B - aides

3-many
4-most
(5) more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 2, 4, 7, 10, 5, 8, 14, 69, 15 no.'s 3

n.s.-qualifications not specified
0-previous courses not specified

1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. 3 teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. 3 previous teaching in local area/live in the community competence
5. 3 courses in N-EMT language structure and usage/ linguistics or FL trainin
6. 3 courses in N-E literature/ or literacy in Spanish
7. 3 must be bilingual
8. 3 any previous education through N-EM/content of courses learned through N-EMT
9. 3 courses in teaching ESL/audio lingual approach
10. 3 courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. 3 cross cultural courses
15. 3 courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ___ other qualifications, specify

Add. #1 p14

Pp23

Personnal with special language qualifications and appropriate experiences or training have been screened to prbuide project staff.

8.0 STAFF DEVELOPMENT

8.1 A 2, 4, 5, 6
B 2, 4, 5, 6

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
(2) The teaching of English as a second language	✓	✓
3-X as their second language		
(4) The teaching of X as a second language	✓	✓
(5) Methods of teaching other academic subjects	✓	✓
(6) Methods of teaching other academic subjects in X language	✓	✓

8.2 Stated goals of teacher training are: I 10, 18 II 10, 18

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of ___		
2-Cross-cultural training ___		
3-Sensitivity to ethnocentricism and linguistic snobbery ___		
4-Awareness of the social-emotional development of ___		
5-Strategies for accomodating the different learning styles of ___		
6-Strategies for cognitive development of ___		
7-Strategies for reinforcing the self-esteem of ___		
8-Methods of cross-cultural teaching or teaching the bicultural component ___		
9-Formulation of pupil performance objectives ___		
(10) Methods of evaluation of pupil performance objectives ___		

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List specific courses if given (or Xerox and attach)

(18) The teacher will develop professional growth in teaching in the bilingual program.

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 1,3,5

(1) courses
2-experiential, teaching supervised by master teacher
(3) workshops where teachers offer suggestions to each other - Certified in-service Cp 37 Pp 12
4-use of video-tapes of teachers for feedback on how they are doing
(5) cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: (1-yes) 0- not mentioned 8.4 1

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: (1-yes) 0-not mentioned 8.5 1
How? (specify) Receive training at Compton Community College COP program

8.6 Paraprofessional's role: 8.6 6,9

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents
9-Works directly under teacher to carry out instructional tasks.

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 1,8 B 1,8

(mark all that apply)	A for teachers	B for aides
0-not specified		
1-University faculty	X	X
2-project's Master Teachers		
3-project's teachers		
4-other (specify)		
8 - Project Coordinator	X	X

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8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1	2	100
2	2	100
3	NS	—

1-bilingual
2-bicultural
3-N-MT (specify background)

8.9 Training is provided: 8.9 2
1-during a summer session
(2) during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 1 B 5,2

A (1) approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 ✓ weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: 8.11

	no.	%
	1	100

or: if specified descriptively, indicate:

ais for joint lesson planning. (1-yes) 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: (1-yes) 0-not mentioned — 8.5 1
How? (specify) Receive training at Compton Community College COP program

8.6 Paraprofessional's role: — 8.6 6,9

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents
9-Works directly under teacher to carry out instructional tasks.

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 1,8 B 1,8

	A for teachers	B for aides
0-not specified		
1-University faculty	X	X
2-project's Master Teachers		
3-project's teachers		
4-other (specify)		
8-Project COORDINATOR	X	X

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8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1-bilingual	2	100
2-bicultural	2	100
3-N-EMT (specify background)	NS	

8.9 Training is provided: — 8.9 2
1-during a summer session
(2)-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 1 B 5 2

A (1)-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 ✓ weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: — 8.11 no. 1 % 100

0-not specified
(1)-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%

or: if specified descriptively, indicate:
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 4
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

(4)-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify) 8-community Aide

10.1 1

10.2 1, 3, 4, 8

10.3 Average number of pupils per class:
0-not specified

10.3 28

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 2

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 2

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 2, 3, 5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)
0-not specified how long
1-as the alternative language of learning for as long as desired
2-as the medium of instruction for special subject matter (e.g. cultural heritage)
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English

	I ME DOM NEMT	II E DOM EMT	II$_1$ E DOM NEMT
1	✓		
2			
3			

p2,3 Add.#1

11.1 I 1
II n.s
II$_1$ n.s

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned
if for a particular number of years:
1 2 3 4 5 (6) 7 8 9 10 11 12 13
infer.

11.2 6 (at least; K-5)

(A) (if specified in terms of a condition, please state it

10.4 Average number of aides or paraprofessionals per class: 10.4 2
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 2
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 2, 3, 5
1-individually by: 3-teacher
2-in small groups 4-special remedial teacher
0-not specified 5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply) 0-not specified how long	I NE DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
1-as the alternative language of learning for as long as desired	✓		
2-as the medium of instruction for special subject matter (e.g. cultural heritage)			
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

p2,3 Add. #1

11.1 I 1
II ns
II_1 ns

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 6 (at least; K-5)

0-not mentioned
if for a particular number of years:
1 2 3 4 5 (6) 7 8 9 10 11 12 13
infer

(A) (if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")
-1 = 'The product of the 3rd grade level would be
* -2 = a truly bilingual child, literate in English and Spanish at age 9". Adden. # 1 p. 3

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 14
code: C= N.A. (if no EMT) II
13= 14= II_1 14

for each group	N.A.	Pre-K	(K)	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM															
II E DOM															
II_1 E DOM/NEMT															

* 3rd, 4th, and 5th grade would give equal time to the use of Spanish and English in all content areas. p3 Add. #1

9a

11.7 - 11.17

Distribution of Time

For years programs planned for Mexican-American pupils have used English as the only medium of instruction for all of the content areas. The high dropout rate of Mexican-Americans and their low achievement scores in statewide testing programs suggest these pupils cannot succeed in school if they are required to use English exclusively in their early schooling. Therefore, in order to use the language strengths of these children, the following time distribution of English and Spanish is suggested:

Level	Language	Percent of time
Kindergarten	Spanish	80
	English	20
First grade	Spanish	60
	English	40
Second grade	Spanish	30
	English	70

These recommended percents are not intended to be prescriptive; rather, they merely suggest the need to use the pupils' native Spanish as a bridge to successful school experiences. Furthermore, use of either Spanish or English should be adapted to the language strengths of the pupils in each school district. Finally, gradual development of skills in English must be accompanied, as well, by improvement of skills in the Spanish spoken by the pupils when they entered school.

The progress of pupils should be evaluated continually so that the percent of time in either language can be carefully appraised and adjusted as the pupils gain proficiency in both languages.

83A

Procedures for teaching are as follows in the experimental bilingual treatment:

11.7 Time Schedules for each language

1. In the kindergarten treatment 80% of the time is in the native language. A bilingual instructional aide works directly under the supervision of the teacher to carry out her instructional tasks. 20% of the time is directed to English using specialized ESL techniques - 3. Groups.

The experimental bilingual first grade currently involves teaching the student participant 70% of the time in the native language and 30% in English. A Bilingual Instructional Aide works directly under the supervision of the teacher to carry out her instructional tasks. Again, English language development is taught through specialized ESL instruction - 3 groups. However,

time distribution of English and Spanish is suggested:

Level	Language	Percent of time
Kindergarten	Spanish	80
	English	20
First grade	Spanish	60
	English	40
Second grade	Spanish	30
	English	70

These recommended percents are not intended to be prescriptive; rather, they merely suggest the need to use the pupils' native Spanish as a bridge to successful school experiences. Furthermore, use of either Spanish or English should be adapted to the language strengths of the pupils in each school district. Finally, gradual development of skills in English must be accompanied, as well, by improvement of skills in the Spanish spoken by the pupils when they entered school.

The progress of pupils should be evaluated continually so that the percent of time in either language can be carefully appraised and adjusted as the pupils gain proficiency in both languages.

83A

Procedures for teaching are as follows in the experimental bilingual treatment:

11.7 Time Schedules for each language

1. In the kindergarten treatment 80% of the time is in the native language. A bilingual instructional aide works directly under the supervision of the teacher to carry out her instructional tasks. 20% of the time is directed to English using specialized ESL techniques - 3. Groups.

The experimental bilingual first grade currently involves teaching the student participant 70% of the time in the native language and 30% in English. A Bilingual Instructional Aide works directly under the supervision of the teacher to carry out her instructional tasks. Again, English language development is taught through specialized ESL instruction - 3 groups. However, certain content area such as arithmetic or some areas of the social studies are presented in English.

The experimental second grade involves teaching the student participant 60% of the time in the dominant native language. A bilingual Instructional Aide works directly under the supervision of the teacher to carry out her instructional tasks. 40% of the classroom time is devoted to English language usage and development including a specialized grouped ESL instructional period.

Selected 2nd grade content area such as the social studies, arithmetic and science are presented in two languages.

The projected Long-Range Time Distribution Pattern would be as follows:

Third Grade, Fourth Grade and Fifth Grade would give equal time to the use of Spanish and English in all content areas. The product at the third grade level would be a truly bilingual child literate in English and Spanish at age 9.

Curricular materials at current and proposed grade levels would be the following:

1. Basal English language - Equivalent in Spanish. Spanish language series selected from researching successful teaching techniques at the appropiate grade level which constitute the best and most representative of modern pedagogic methodology.

2. Linguistic Readers in English.

3. Programed materials in Spanish and English at appropriate grade level.

   A example Phono-viewer programs - ESL and Spanish as a 2nd language.

4. Mathematics - Equivalent grade level books in English and Spanish.

5. Science - Equivalent grade level books in English and Spanish.

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-DOM								
II E-DOM - EMT								
II$_1$ E-DOM/NEMT								

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 4-6
II 4-6
II$_1$ 4-6

11.5 Second language learning for English dominant students is projected through grade:

11.5 I$_2$ 5
II 5

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT							X							
II$_1$ N-EMT/E Dom							X							

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 6

0=not specified/Grade 1 2 3 4 5 (6) 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies see xerox 9a

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
(K)				K
(1)				1 80 % 70-60 % Contin. p8-3A
(2)	110	220	m, s, ss (in both)	2 50
(3)			all	3 50
(4)			all	4 50
(5)			all	5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students 90 min.

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
(K)	110	220	R. Lang Arts	1 50 %
(1)				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

11.5 Second language learning for English dominant students is projected through grade: 11.5 I 5 II 5

code:	00 if no EMT	0 not specified	1	2	3	4	5	6	7	8	9	10	11	12
II EMT							X							
II N-EMT/E Dom							X							

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 6

0=not specified/Grade 1 2 3 4 5 (6) 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies see xerox 9a

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
(1)				K
(1)				1 80 % Contin.
(2)	110	220	m, s, ss (in both)	2 70-60 % p 3A
(3)			all	3 50
(4)			all	4 50
(5)			all	5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students 90 min.

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
(1)	110	220	R, Lang Arts	1 50 %
(2)	110	220	R, Lang Arts	2 50 %
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

p 10a

Association of meanings with spoken and printed words
Comprehension of the function of punctuation
Accurate production of symbols
Memory of word forms
Left-to-right progression in reading
Identification of another's purpose or viewpoint
Adjustment to different situations and persons
Sensitivity to emotions and moods
Organization and summarization of ideas
Anticipation of sequence of ideas or outcome
Evaluation of ideas and the making of judgments
Correlation of old and new learning

The Classroom Environment

The classroom should reflect the positive interest of the community and the school for the pupils. Although classrooms differ according to the resources, plant, and personnel of each school district, attractive, clean, safe, and functional physical facilities and a warmly accepting and cheerful emotional climate for learning are minimum prerequisites for the success of these plans.

12.0 METHODS OF SECOND LANGUAGE TEACHING

Procedures for Developing Language Skills

The procedures for developing skills in Spanish and in English should be audiolingual in sequence, with experiences in listening and speaking preceding those of reading and writing.

The audiolingual aspect of language is a speaker-hearer process which can operate independently of a writing system whenever there are a speaker and a hearer.[1] In the classroom, the pupils must:

- Listen to speech that is authentic
- Listen more than they speak
- Hear and speak principally the language chosen for the activity while participating in that learning activity (During an English-language activity, Spanish should be used only for necessary directions or explanations.)
- Be free of translation experiences, word lists (e.g., nouns only), or word activity out of context
- Eventually read only what they have spoken
- Copy and write only what they have read

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[1] Nelson Brooks, Language and Language Learning: Theory and Practice. New York: Harcourt, Brace and World, 1960.

83B

12.0 Methods of Second Language Teaching

Meaning and structure are interdependent. Pupils who are simply repeating sounds or combinations of sounds, without a referent in their stock of concepts, may be passive or bored as well as limited in their perception of word order or pattern. Moreover, initial learning experience in meaning should be derived not from the written word but from encounters, pictures, charts, objects, and gestures. The written word cannot faithfully reproduce the sound system of a language, for there is often a conflict between speech and print. For example, Spanish vowels and English vowels are identical in their written form but are not the same in their oral form. Therefore, too early an exposure to written English will serve to confuse Spanish-speaking learners.

The procedures for promoting growth in concepts should be those that are natural to the age and maturity of the pupils and should be as carefully planned as those for the development of the skills of communication.

Distribution of Time

For years programs planned for Mexican-American pupils have used English as the only medium of instruction for all of the content areas. The high dropout rate of Mexican-Americans and their low achievement scores in statewide testing programs suggest these pupils cannot succeed in school if they are required to use English exclusively in their early schooling. Therefore, in order to use the language strengths of these children, the following time distribution of English and Spanish is suggested:

Level	Language	Percent of time
Kindergarten	Spanish	80
	English	20
First grade	Spanish	60
	English	40
Second grade	Spanish	30
	English	70

These recommended percents are not intended to be prescriptive; rather, they merely suggest the need to use the pupils' native Spanish as a bridge to successful school experiences. Furthermore, use of either Spanish or English should be adapted to the language strengths of the pupils in each school district. Finally, gradual development of skills in English must be accompanied, as well, by improvement of skills in the Spanish spoken by the pupils when they entered school.

The progress of pupils should be evaluated continually so that the percent of time in either language can be carefully appraised and adjusted as the pupils gain proficiency in both languages.

11.13 2

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
(2)- 2 way - EMT learn the second language

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K
(1)	110	220	R, M, SS	1 50 %
(2)	110	220	R, M, SS	2 50
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 2,5,6.

*
0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

Program offers modified program: Spanish to strengthen Spanish-surnamed but English-Dom. children, and a Spanish program for Span. Lang. Dom. children with Eng. in a subordinate role. p2p

	Min. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EMT
PreK				Pre K
K	110	220	R, M, SS	1 50 %
(2)	110	220	R, M, SS	2 50
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 2,5,6.

* 0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

Program offers modified program: Spanish to strengthen Spanish-surnamed but English-Dom. children, and a Spanish program for Span. Lang. Dom. children with Eng. in a subordinate role. p2p

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1 2a

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples. Cp83B

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language. See xerox 10 a-b

* Selected second grade content areas such as Social Studies, arithmetic and science are presented in 2 languages. Add. #1 p3

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

1-concurrently with dominant language listening-speaking skills		X		—
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—
3-a specified period of time after listening-speaking skills in dominant language taught		—		—

13.1 IB 1
IIB ns

13.2 ALM sequence followed:

1-Listening-speaking proficiency precedes introduction of reading	X	X	—	—
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—
3-Learning to read overlaps learning				

13.2 IA 1
IB 1
IIA ns
IIB ns

to negative, declarative to interrogative, active to passive.

5-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language ratner than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB n s

1-concurrently with dominant language listening-speaking skills	X		---	
2-after a specified level of competency achieved in listening-speaking skills in dominant language	---		---	
3-a specified period of time after listening-speaking skills in dominant language taught	---		---	

13.2 ALM sequence followed:

13.2 IA 1
IB 1
IIA n s
IIB n s

1-Listening-speaking proficiency precedes introduction of reading	X	X	---	---
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---
4-There is some overlap between learning to read and to write	---	---	---	---

13.3 Listening-speaking proficiency determined by:

13.3 IA 1
IB 1
IIA n s
IIB n s

1-measure of listening-speaking proficiency	Student Evaluation Scales Madeline Thomas		Completion stories	
2-informal assessment by teacher	---	---	---	---

Comprensión de Lenguaje Oral, and Moreno ESL

13.4 Second language reading skills are learned:

13.4 IB 3
IIB NS

1-concurrently with learning to read in dominant language	---		---	
2-after a specified level of dominant language reading competence achievement	---		---	
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)	X		---	
4-before learning to read in dominant language	---		---	

see xerox 12a

Cp 28

p12a Dominant and Second Language Skills Sequence

Suggested Activities

13.0

Spanish-speaking children enter kindergarten with the same ability to speak in short sentences arranged in the proper word order as do their English-speaking peers. However, their Spanish vocabulary may be inadequate if they have been deprived of varied experiences out of which concepts and vocabulary grow. Therefore, activities to enlarge their stock of concepts and to develop their language are most essential features of a total school program from kindergarten through grade two. Early lessons should lead to reading and writing in Spanish in the first and second grades.

These same Spanish-speaking children come to school with relatively no command of English. For this reason, they must be immersed in learning experiences which enable them to build not only concepts but also a phonological and structural command of English. Eventually, in the second grade, they can be advanced to the more complex skills of reading and writing in English after they attain sufficient listening comprehension and speaking fluency in English.

13.4

There are many curriculum guides for detailed instructional planning in kindergarten through grade two.[2] These guides may serve as rich resources of activities, materials, and procedures that may be adapted for urban children who come from low-income homes and speak Spanish. The activities listed in this prospectus promote growth in concepts and stimulate acquisition of language. Language grows through experiences and accumulates in the communication skills of listening-comprehension, speaking, and -- eventually -- reading and writing, in that order.

Since the pupils in this program will be improving their skill in their native Spanish and will be adding a second language -- English -- activities are performed using the language that meets the pupils' needs and the requirements of the learning task. The language recommended for the most efficient conceptual and linguistic development is designated for each activity on the instructions for each activity. The designated language (S for Spanish, E for English, and S-E for both languages) can be used by the teacher or pupils or teacher and pupils, with Spanish the first language to be used.

The classroom teacher should develop both Spanish and English in any activity according to the needs of the pupils as identified through his careful appraisal of their background, maturation, and developmental levels. The list following is neither comprehensive nor exclusive, but it is presented to suggest how language skills and concepts can be developed in activities already familiar to teachers in the primary grades. Materials helpful in implementing these suggested activities are listed in Appendix A.

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[2] Representative guides are obtainable from the offices of the superintendents of schools of many counties -- among them, Alameda, Kings, Sutter, and Yuba counties.

13.0 Activities for Kindergarten

Playing with large square blocks and wooden balls (S)
Hand-weighing large and small toys (S)
Fitting together puzzles formed of large pieces (S-E)
Identifying members of the immediate family (S-E)
Viewing self in a full-length, then a three-way, mirror (S)
Identifying self in individual, then group, photograph (S)
Recording a group song on tape (S)
Recording own voice on tape (S)
Reciting a familiar rhyme in unison (S-E)
Identifying different pets; choosing a classroom pet and caring for it (S)
Discussing the daily weather and recording it on a weather chart (S-E)
Identifying vegetables, fruits, and flowers; planting seeds and growing samples (S-E)
Counting the boys and girls in the classroom (S-E)
Learning own age and telling it to classmates (S-E)
Taking a short trip and discussing it with the group (S)
Naming objects in the classroom (S-E)
Learning, reviewing, and singing "Happy Birthday" to classmates (S-E)
Molding clay objects (S)
Constructing a fort or playhouse with floor blocks (S)
Meeting the crosswalk guard; crossing the street with him (E)
Building a car or ship with large blocks (E)
Brushing teeth (S)
Taking a rest in the classroom (S)
Eating a midmorning snack (S-E)
Identifying rhythm instruments; experimenting with them individually, then as a group (S-E)
Playing "London Bridge" (E)
Listening to music for children (S-E)
Marching to "Stars and Stripes Forever" (E)
Cooperatively painting an airplane (S)
Individually painting airplanes (S)
Learning to work together cleaning up the classroom or work corner (S)
Helping each other put toys away (S-E)
Retelling a familiar story (S)
Learning a few short proverbs (S-E)
Planning to celebrate and celebrating a birthday, Christmas, Thanksgiving, Los Posadas (S)
Listening to legends told by a teacher aide (S)
Learning to climb the jungle gym (S)
Tasting unfamiliar juices and fruits (E)
Helping the teacher make gelatin or cookies (E)
Identifying familiar sounds (of people, animals, vehicles) (S-E)
Watching television (E)
Discussing a television program (S)
Imitating the teacher's speech (S-E)
Following directions to make a large cutout (S-E)

12 c

Participating in first-grade activities that can be adapted to develop English reading and writing skills (E)
Writing group and individual creative stories (S)
Using manipulative materials to develop number concepts (S-E)
Adding English vocabulary to a picture dictionary (E)
Making up, writing, reading, and telling simple riddles (S-E)
Playing a simplified form of anagrams (S-E) (E late in year)
Making up titles for stories (S)
Finding synonyms and antonyms (S)
Putting endings on verbs and nouns within context (S)
Making compound words from two short words (e.g., fire, man to fireman; cow, boy to cowboy)
Asking questions for the teacher's answers and giving answers to the teacher's questions (S)
Choosing common prefixes and suffixes, inflectional endings, and common roots to derive meaning (S)
Guessing the meaning of a new word from a sentence the teacher says or writes on the board (S)
Matching words with pictures (S-E)

Alternative Implementations

The realities of situational problems in every school district suggest that alternatives to the implementation of the program may be necessary in order to allow reflection of local needs, conditions, and resources. Some alternative methods of implementing language development are listed below. The last two concern Spanish-speaking pupils in classes with a majority of English-speaking pupils.

- Team teaching to assure meeting the language requirements of the program. If the classroom teacher does not possess adequate bilingual skills, qualified primary teachers in the school could share responsibilities for the communications skills.

- Group teaching basic to the problems of Spanish-speaking pupils within the English-speaking group. Here, the teacher provides listening and speaking experiences with the use of the tape recorder and listening posts. The teacher also seeks to provide small-group learning activities through careful planning and with the help of a teacher aide.

- Separation of Spanish-speaking pupils from the English-speaking group for part-time instruction in language skills. This "pull-out" system is also used to teach Spanish-speaking pupils other subjects in their native language. The intent of this system is not to isolate these pupils from the mainstream of school life but to permit extra instruction and additional language practice which eventually will permit them to participate in the total school program.

This strategy later abandoned – when project returned Content Analysis Schedule Director noted, "no more pull-outs for language instruction".

Retelling a story as flannel cutouts are placed sequentially on the flannel-board (S)
Clapping to the rhythm of a march or poem (E)
Connecting objects by tracing left to right (S)
Drawing self- and family portraits (S)
Drawing large and small circles according to teacher directions (S)
Learning to draw long and short lines (S)
Choosing a picture, word, or phrase card that completes a sentence given by the teacher (S)
Guessing the end of a story pantomimed by the teacher (S)
Matching common signs with verbal clues (e.g., "Walk," "Railroad Crossing," "Slow," "Stop," and so forth) (S-E)
Completing a verse cooperatively when the teacher has started it (S-E)
Matching verbal clues with rooms and signs in the school (e.g., "Cafeteria," "Exit," "Library," "Office," "Principal's Office," "Boys," and so forth) (E)
Identifying the colors of classmate's clothes (S-E)
Guessing orally an action word that completes a sentence (e.g., "John was _____ his shoe.") (S-E)
Identifying the letter that the teacher sounds (S)
Saying rhyming words (e.g., jump, bump) (S-E)
Copying three times a short sentence which the teacher has put on the boards
Following the teacher's instructions (e.g., "Hop over a book.") (S)
Writing the word which a spinner points to (S)
Learning the names and sounds of letters (S)
Raising hand to indicate when the teacher's voice rises for a question (E)
Raising hand to indicate the difference between sounds (e.g., sit and seat, bat and back) (E)
Building own dictionary, with words in context according to function, relationship, and so forth (S)
Raising hand to indicate when the sound of r or l changes in a series of words the teacher has said (e.g., red, rosy, rojo; look, lapiz, libro) (S-E)
Raising hand to indicate when the ending sound changes in a series of words presented on tape (e.g., Kay, Kay, Kate; bay, bay, bait; buy bite, buy; low, low, load; cue, cue, cute; see, seem, see; row, row, rode) (E)

Activities for Second Grade

Many of the activities of kindergarten and the first grade should be continued and expanded in the second grade, with major emphasis upon the development of control of the English language. The following activities should be added:

Reading Spanish primers suitable to individual achievement level (S)
Reading Spanish preprimers or primers independently (S)

Following one-step and two-step commands from the teacher (S-E)
Saying "please" and "thank you" (S-E)
Learning and telling the seasons of the year (S-E)
Meeting visitors at school and home (S-E)
Repeating everyday sounds (S)
Adding to cumulative stories told by the class (S)
Cutting out paper bag masks (E)
Playing storekeeper (S)
Chanting or clapping the rhythm of a short poem or rhyme (S-E)
Describing pictures of animals (S)
Playing with coins, then learning to count them (E)
Asking simple questions (S-E)
Refusing an invitation politely (S)
Making simple requests (S-E)
Looking at comic strips in the newspaper (E)
Painting what they want to paint (S-E)
Cutting and pasting as they choose (S-E)
Participating in unorganized, free dancing (S-E)
Telling about special festive days (S)

Activities for First Grade

Many of the activities suggested for kindergarten should be continued and expanded, with greater empasis upon using English. The following activities are also appropriate for the first grade:

Learning and beginning to write own address and phone number (S)
Recognizing own name in manuscript (E)
Painting a mask independently (S)
Helping friends put their toys away (S-E)
Planning a large block structure and building it with several classmates (S-E)
Telling group what happened on the way to school (S)
Visiting the post office on a study trip (S-E)
Developing a cooperative story about the trip (S)
Beginning to read Spanish-language preprimers (S)
"Reading" and illustrating short chart stories (S)
Recognizing upper- and lowercase letters (S)
Using puppets for dramatic play or role-playing (S)
Playing singing games (S-E)
Listening to stories independently at the listening post (S)
Retelling a story to the group (S)
Decorating a box to store personal possessions in (S)
Identifying and classifying foods (fruits, vegetables) (S)
Repeating phrases and short sentences in unison (S-E)
Giving classmates permission to use personal toys (S)
Reciting rhymes together (S-E)
Identifying words as the teacher says them (S)
Matching words and pictures (S)
Selecting the correct ending for a picture story (S)

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	___	___	___	___	13.5 IA 1
1	___	___	___	___	IB 2
See xerox 12a 2	X	___	___	___	IIA ns
3	___	X	___	___	IIB ns
	___	___	___	___	
13.6 Reading readiness is determined by: 1-test of reading readiness	X	___	___	___	13.6 IA 1
2-informal teacher assessment	___	___	___	___	IB ns
					IIA ns
					IIB ns
13.7 Grade level reading is expected: 1-in first grade	___	___	___	___	13.7 IA 3
2-in second grade	___	___	___	___	IB 3
3-in third grade	X	X	X	X	IIA 3
4-in fourth grade	___	___	___	___	IIB 3
5-in fifth grade	___	___	___	___	
6-in sixth grade	___	___	___	___	
7-other (specify)	___	___	___	___	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 3 IIB ns

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2,4 II ns

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	___
3-Second language [illegible]		

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

X				

13.6 IA 1
IB NS
IIA NS
IIB NS

13.7 Grade level reading is expected:
1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

X	X	X	X

13.7 IA 3
IB 3
IIA 3
IIB 3

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB 3
IIB ns

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2, 4
II ns

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	X	
5-Different academic content is taught in the second language from that which is taught in the native language.		
0-not specified		
6-other (specify)		

Add. #1 p 3

See xerox 13a

p 13a

14.0

The experimental second grade involves teaching the student participant 60% of the time in the dominant native language. A bilingual Instructional Aide works directly under the supervision of the teacher to carry out her instructional tasks. 40% of the classroom time is devoted to English language usage and development including a specialized grouped ESL instructional period.

Selected 2nd grade content area such as the social studies, arithmetic and science are presented in two languages.

The projected Long-Range Time Distribution Pattern would be as follows:

Third Grade, Fourth Grade and Fifth Grade would give equal time to the use of Spanish and English in all content areas. The product at the third grade level would be a truly bilingual child literate in English and Spanish at age 9.

Curricular materials at current and proposed grade levels would be the following:

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1. Basal English language - Equivalent in Spanish. Spanish language series selected from researching successful teaching techniques at the appropiate grade level which constitute the best and most representative of modern pedagogic methodology.
2. Linguistic Readers in English.
3. Programed materials in Spanish and English at appropriate grade level.

   A example Phono-viewer programs - ESL and Spanish as a 2nd language.
4. Mathematics - Equivalent grade level books in English and Spanish.
5. Science - Equivalent grade level books in English and Spanish.

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16.1 6. Social Studies - Materials to be developed in Spanish to parallel district curriculum.

The district curriculum guides in the above areas will continually be used as guidelines for developing the bilingual curricular program. Native Spanish language materials will be reviewed from a student behavioral point of view as to his development of the social and physical media in which he lives.

The following represents past and current means of assessing and evaluating the abilities and achievements of pupils:

I. Name of Instrument----------Criterion Referenced Measurement Behavioral Objectives processes (current) and Products.

A. Type of Test----------Formative evaluation diagnostic and prognostic Achievement.

B. Purpose-------Formative Evaluation for learning objectives.

C. Grades or Levels----------K- 1-2.

II. Name of Instrument------Peabody Picture Vocabulary Test (last year)

A. Type of Test--------Mental Ability - Verbal Facility.

B. Purpose-------Measures of child's receptive language.

C. Grades or Levels------K- 1 -Experimental and control classes

III. Name of Instrument--------Goodenough Draw-A-Man test (Last year and current)

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I: Non Eng. dom. students — A -in dom. lang.	I: B 2nd lang.	II: Eng. dom. students — A Eng.	II: B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	1	1	1	1
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA 1 IB 1 IIA 1 IIB 1

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	—	✓	—	—
2-Basal readers	✓	✓	—	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	✓	✓	—	—

Linguistic Readers in Eng. Add. #1 p3

See Xeroxs attached 13 a-b 14 a 15 a-g

16.2 If some reading material is in the child's dialect, indicate how long it is used:
1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.2 IA n.a. IIA n.a.

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	1	1
2-dialog memorization	2	0
3-choral repetition	3	3
4-songs	4	4
5-programmed instruction, language	5	5

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aiming toward child's eventual control of the standard form. 1 1 1 1

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. — — — —

3-Other (specify) — — — —

0-Not specified — — — —

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
(1)-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)		✓		
(2)-Basal readers	✓	✓	—	—
3-Dialect readers	—	—	—	—
(4)-Experience charts (stories dictated by children)	✓	✓	—	—

Linguistic Readers in Eng. Add. #1 p3

See Xeroxs attached 13a-b 14a 15a-g

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA
1-Grade 1	n.a.	n.a.
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate ✓ on line –)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	1	1
2-dialog memorization	2	0
3-choral repetition	3	3
4-songs	4	4
5-programmed instruction, language master	5	5
6-stories read to children	6	6
AUDIO VISUAL AIDES		
7-films, filmstrips	7	7
8-flannel or magnetic boards	8	8
9-realia, graphic displays, props	9	9
10-records, tapes	10	10
11-listening centers	11	11
12-multi-media approach	—	—
Experiential:		
13-role playing	—	—
14-puppetry	—	—
15-experience charts	15	15
16-primary typewriter	16	16
17-learning through direct experience with materials e.g. Montessori	17	17
18-activity centers-chosen by child	18	18
19-other (specify)	—	—
Learning outside the classroom:		
20-field trips	—	—
21-suggested TV programs	—	—
22-other (specify)	—	—

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16.3

BELL & HOWELL LANGUAGE MASTER - ESL AND BILINGUAL PROGRAMS

Equipment

No. 711B	BELL & HOWELL LANGUAGE MASTER	$250.00
No. 36407	Headphones (Accessory)	28.00
No. 36453	Interconnecting Cable (Accessory)	2.00
No. 40720	Dual Headphone Adapter	3.75

PRE-RECORDED LANGUAGE MASTER CARDS - LANGUAGE ARTS

200 Boxed Cards Per Set: $35.00 Each

VOCABULARY BUILDER PROGRAM

111011 Set I	Basic
111012 Set II	Intermediate
111013 Set III	Advanced

LANGUAGE STIMULATION PROGRAM

111031 Set I	Phrases
111032 Set II	Sentences
111033 Set III	Language Reinforcement & Auditory Retention Span

THE PHONICS PROGRAM

111061 Set I	Sound Bending & Beginning Phonetic Skills
111062 Set II	Consonant Blends & Irregular Phonetic Elements
111063 Set III	Word Building and Word Analysis Technique

WORD PICTURE PROGRAM

111021 Set I	Nouns: Everyday Things
111022 Set II	Verbs: Action Words
111023 Set III	Basic Concepts

ENGLISH DEVELOPMENT PROGRAM

111041 Set I	Practical Vocabulary and Expressions
111042 Set II	Everyday Expressions
111043 Set III	Industrial Supplement
111044 Set IV	Stress & Intonations

THE SOUNDS OF ENGLISH PROGRAM

111051 Basic English Phonetics (recommended for College Level only)

NEW LANGUAGE MASTER PROGRAMS IN LANGUAGE ARTS

1010 BUILDING BASIC ENGLISH SET A: NOUNS SERIES $56.00
Contains "Nouns: Everyday Things: pre-recorded card set (200 cards); 150 blank cards in four assorted sizes; Usage Manual; Program Organizer File.

1011 BUILDING BASIC ENGLISH SET B: PHONICS SERIES $135.00
Contains "The Phonics Program" (three pre-recorded card sets 600 cards); 90 blank cards in two sizes; Usage Manual; Program Organizer File.

1020 ENGLISH AS A SECOND LANGUAGE, SET I $310.00
Contains 501 8½"x11" pre-recorded and illustrated cards, Part I and II; Usage Manual; two Program Organizer Files.

1021 ENGLISH AS A SECOND LANGUAGE, SET II $160.00
Contains 242 8½"x11" pre-recorded and illustrated cards; Usage Manual; Program Organizer File.

LANGUAGE MASTER BLANK CARDS

(100 boxed cards per set)

072475	Standard Size 3½" x 9"	$6.00
072476	Tab Size 3½" x 7-3/8"	3.00
072477	Index Size 3" x 5"	3.00
072478	Jumbo Size 8½" x 11"	9.00
072481	Extended Size 4" x 14"	9.50

1001 Program Builder Kit $39.00
Contains 400 blank cards in four assorted sizes; Usage Manual; Program Organizer File.

16.4 The sources of Non-English materials and textbooks are: 16.4 1,2,3,5,6,7,9,10
(mark all that apply)
0-not specified
(1)-are written by native speakers of that language
(2)-commercially prepared and published in countries where N-E is the native language
(3)-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
(5)-developed in conjenction with project parents
(6)-developed by or with members of N-EMT community
(7)-are culturally appropriate for N-E culture (specify how this is determined) Cp. 32
8-are cross cultural
(9)-commercially prepared and published in the U.S.
(10)-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
(1)-xerox attached-page and document cont. '70 appendix (see xerox) 15a-g 13a-b 14a

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1,2
0-not specified
Pupils of both linguistic groups are:
(1)-always mixed for all learning
(2)-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no NET students)

17.2 Students are grouped for language instruction: 17.2 2,A
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		
(2)-small groups (specify size)	6 students	
3-individual instruction		

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II 1 Eng dom NEMT
0-not specified			
1-by age			
2-by native language			
3-by dominant language			

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(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document cont. '70 appendix (see xerox) 15a-g 13a-b 14a

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1, 2
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no EMT students)

17.2 Students are grouped for language instruction: 17.2 2, A
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class
2-small groups (specify size) 6 students
3-individual instruction

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age			
2-by native language			
3-by dominant language	✓		
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable (no E.dom/NEMT)			

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18.0 TUTORING "No more pull-outs for language instruction" Project verification

18.1 Student Tutoring is: (mark all that apply) 18.1 NO
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 1, 2, 5, 3
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects
5- intra-ethnic (N-EMT aide tutors N-EMT student)

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THE GALTON INSTITUTE

Question 16.5

Materials

CHILDREN'S BOOKS IN SPANISH - FOR CLASSROOM AND LIBRARY

For beginning readers:

A B C y X Y Z by A.J.M.	$1.75
AVENTURAS DE MOTITA by Margaret Wise Brown	2.55
BABAR Y LA ANCIANA SENORA by Jean de Brunhoff	1.00
HISTORIA DE BABAR by Jean de Brunhoff	2.25
LA INFANCIA DE BABAR by Jean de Brunhoff	1.00
EL CIELO by A.J.M.	2.50
EL CIRCO by Molinette	2.50
LA CIUDAD by A.J.M.	2.50
LAS COSAS QUE VEMOS by A.J.M.	2.50
CARBONILLA by Romney Gay	1.00
CORALITO by Romney Gay	1.00
LINDA Y MARIO by Romney Gay	1.00
EL RUIDO MISTERIOSO by Romney Gay	1.00
GOLDILOCKS Y LOS TRES OSOS by Helen Harter	2.50
LUIS Y LOLA by M.E. Craig	0.64
EL MAR by F. Goico Aguirre	2.50
LA TIERRA by A.J.M.	2.50
QUIERO SER by Luis Mallafre	0.80
LOS TRES GATITOS by Kurt Wiese	0.50
YO QUIERO VOLAR by Anita Brenner	2.95

Picture dictionaries, atlases and juvenile encyclopedias:

DICCIONARIO GRAFICO INFANTIL by Luis Mallafre	0.80
MI PRIMER DICCIONARIO by Julio Daroqui	1.95
MI PRIMER LAROUSSE EN COLORES by M. Fontineau	4.50
ENCICLOPEDIA DE ORO by Bertha Morris Parker	28.00
MUNDO JUVENIL by Manuel Martin	8.50

Enjoyable reading:

COMPA CONEJO by Torbio Claure	2.95
CUAL ES TU CASO by Marion Jamison	2.00
LOS VEHICULOS by A.J.M.	2.50
WA-OKA by Pablo Ramírez	1.50
EL TRENCITO CAMPEON by Darlene Geis	0.75
EL PERRITO QUE VIAJO EN UN SATELITE	0.75
EL OSITO QUE SIEMPRE DECIA "NO!" by Faith Nelson	0.75
EL NINO QUE TEMIA A LA OBSCURIDAD by Munro Leaf	0.75
LA GRANJA DE JUANITO by Louise Bonino	0.75
COCO, EL MONO CURIOSO by H.A. Rey	0.75
LOS CUATRO POLLITOS QUE PERDIERON SU VOZ	0.75

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Materials

LIBRITOS DE ORO: each $0.50

Reina
Hiawatha
El Arca de Noe
Una aventura del Pato Donald
La Bella Durmiente
El libro de seguridad del Pato Donald
Tuno
Peter Pan y los piratas
La Bella Durmiente y las hadas madrinas
El Pato Donald automovilista
El Raton Mickey- Aventuras en Disneyland
Bombón quiere ser artista
La familia Robinson
Perry y sus amigos
Tribilín, astro de cine
Mani, El Burrito
Pepe Grillo vence al fuego
El Pato Donald deterctive
El Auto volador
Nuestros papás
Mi gatito
Juan y Margarita
Nuestro Mundo
Los músicos de Bremen
En el parque zoológico
Contar cantando
Ayer y hoy
Perros
Cuando yo sea grande
La fiesta de Tom y Jerry
Cristobal y el Colón
Caperucita Roja
El Dr. Alegría
Pantaleón
Los maravillosos viajes de Tomasín
La casa de los animales
El Pequeño Pigui
Los favoritos de Pedro
Explorando el espacio
El mar profundo
Cachorros de animales
Pelusita
Rin Tin Tin y el fugitivo
La Costa del mar
Autos y camiobes
Aves del Mundo
Cinco centavos para gastar
El sastrecillo valiente

15 C

Materials

EL MUNDO CONTADO A TODOS	$ 4.35
EL MUNDO DE LAS AVES	4.35
EL MUNDO DE LAS PLANTAS	4.35
EL MUNDO DE LAS INDUSTRIAS	4.35

Adventures in Space by Willy Ley:

ESTACIONES DEL ESPACIO	1.00
PILOTOS DEL ESPACIO	1.00
SATELITES ARTIFICIALES	1.00
VIAJES INTERPLANETARIOS	1.00

Readers, texts and workbooks:

JUGANDO Y RIENDO (1st reader)	1.64
LOS NIÑOS SE DIVIERTEN (2nd)	2.72
A VIAJAR Y A GOZAR (3rd) by F.V. Gaztambide	2.92
LIBRO DE TRABAJO PREPRIMARIO by Luis Pérez Espinos	0.95
EL PAJARO DE NIEVE Y OTROS PARA NIÑOS by Carole Soler	1.25
CONTINENTE (Libro de lectura 5) by Santiago Hernando Ruiz	1.98
LIBRO IST LECTURA	1.25
LIBRO 2ND LECTURA	1.45
LIBRO 3RD LECTURA	1.65
LIBRO 4TH LECTURA	1.98
LIBRO 5TH LECTURA	1.98

Legends and legendary heroes:

LEYENDAS MEXICANAS by Rafael Morales	3.40

Things to make and do:

DIAS SIN COLEGIO	3.40
EL BAZAR DE TODAS LAS COSAS by Elena Fortun	3.40
JUGAR Y CANTAR by Bonifacio Gil	3.40
JUEGOS PARA TODOS by Carola Soler	3.40

Poetry and rhymes:

MOTHER GOOSE ON THE RIO GRANDE by Frances Alexander	2.75
PALETA INFANTIL by Juan Grosso	1.50

Special items:

PICTURE CARDS	2.00

15d

Materials

Fairy tales by Ramírez and Correas :

ALI-BABA	$1.50
LA BELLA DURMIENTE DEL BOSQUE	1.50
BLANCANIEVES	1.50
CAPERUCITA ROJA	1.50
CASCANUECES	1.50
EL GATO CON BOTAS by Perrault	1.50
EL LLEGADO DEL MORO by Washington Irving	1.50
PULGARCITO	1.50
ROBINSON CRUSOE by Defoe	1.50
EL DRAGON TIMIDO by Pilo Mayo	1.50
MI LIBRO ENCANTADO	74.50
GUILLERMO Y EL ARMADILLO by Guy Lamarque	1.00
EL HIJO DEL SHERIFF by Pablo Ramírez	1.50
HISTORIAS CON ANIMALES by Antonio Jiménez-Landi	3.40
LAS HORAS DEL DIA by A.J.M.	2.25
EL LIBRO DE LOS ANIMALES by A.J.M.	3.40
MICHEL Y EL CIERVO by Jean Lazare	1.00

Science and our world:

LOS ARBOLES by Galus	1.00
EL BALLET by La Mont	1.00
LOS BARCOS Y LA AVENTURA	1.00
BESTIARIO by Galus	1.00
CONCHAS Y CARACOLES MARINOS by Hutchinson	1.00
LOS HONGOS EXTRAVAGANTES by Graff	1.00
LOS INVENTOS DEL SIGLO XX by Pettit	1.00
LAS JOYAS by Helene Puiseus	1.00
LAS MARAVILLAS DEL MUNDO MINERAL	1.00
LAS NAVES EN LA HISTORIA by Delage	1.00
LOS PAJAROS CONOCIDOS by Kasarheoou	1.00
LOS PAJAROS EN LIBERTAD by Dean Amadon	1.00
LAS PLANTAS Y SU HISTORIA by Fleury	1.00
70 SIGLOS DE INVENTOS by Petit	

Series "Nuestro Mundo" by P. Cebollero y R. Haydon:

NUESTRO MUNDO TROPICAL	1.96
TIERRA Y CIELO	2.16
AIRE Y SOL	2.36
LA CIENCIA EN NUESTRA VIDA	2.44
LA CIENCIA HOY Y MANANA	2.44
WORKBOOK FOR SCIENCE ELEM.	1.68
LIBRO DEL AIRE by Espina Antonio	4.25

El Mundo Series:

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15e

Materials

El Conejo Bugs encuentra trabajo
Aeroplanos
El pequeño Cabus rojo
Pedro el Oso
Blanca Nieves y Rosa Roja
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Lassie y el explorador perdido
El Doctorcito del circo
La Ballenita felíz
Pancho y sus amigos
Números
Helicópteros
Lassie un dia de descanso
La garra del león
Animalitos en la granja
Pulgarcín
El Conejito travieso
Aladino y la lámpara maravillosa
Lassie en un rescate
Días felíces
Animales gimnastas
Los amigos de Pepín
Ruperto el Rinoceronte
Las travesuras de Paquito
Canta, pajarito
El oso yogi
Cuatro perritos
Un día en la granja
Tres osos mañosos
El pájaro loco enseña a dibujar
El muchaco del circo
La aventura del tigre

Libritos de Oro Argentinos: each $0.50

El Picnic del Ratón Mickey
Alicia en el País de las maravillas
La Aventura de Jack
Alí Babá y los 40 ladrones
El gato con botas

To be obtained at:

Pequeño Paquete
Box 817
Coral Gables, Florida 33134

15 f

Materials

Primary Grades 1-2:

Elio Arrechea Rod.	Nuestro Mundo.- Vol.I	$1.70
" " "	Nuestro Mundo.- Vol.II	1.70
Luis Pérez Espinos.	Pepín en Primer Grado	0.80
" " "	Pre-Primario de Lectura	0.95
" " "	Primero de Lectura	1.20
Armando Muñóz	Victoria. Primero de Lectura	1.20
López Lay-Cabrera	Elena y Dani	0.85
" " "	Elena y Dani - Workbook	1.10
" " "	Buenos Amigos	1.20
" " "	Buenos Amigos- Workbook	1.20
Almendros y Alvero	Lengua Española.- Primer Curso	1.45
" "	Lengua Española.- Segundo Curos	1.45
" "	Minor.- Primer Diccionario	1.70
Ulf Lofgren	Buenos Días Rey Caspio	2.20
Astrid Lindgren	Los Niños en la Jungla	2.20
Yolanda Colombini	Dos Monas y un Conejito	1.75
" "	El Gran Amigo	1.75
" "	El que la Hace la Paga	1.75
" "	Masquerino, Perrito Feíto	1.75
Gómez Tejera	Amigos de Aquí y de Allá (Reading Basal)	1.45
" "	Teachers Manual of Amigos de Aquí y de Allá.	0.90
G. Tejera and Others	Pueblo y Campo (Reading Basal)	1.80
" " "	Pueblo y Campo (Teachers Manual)	0.50
" " "	Sorpresas y Maravillas(Reading Basal)	1.80
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E. Jones	Mi Primer Libro de la Salud (Health)	1.85
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Carola Soler	El Libro de los Juegos "	3.75
Maria Rosa Miranda	El Libro del Principio y el Fín	3.75

Materials

A. Jiménez Landi	Las Cosas que Vemos (Globo Azul)	$ 2.70
Josefina Bolinaga	Solo para Niñas " "	3.75
Angeles Gasset	Títeres con Cabeza " "	3.75
A. Jiménez Landi	Historias con Animales " "	3.75

To be obtained at:

JESUS GONZALEZ PITA
Importation of Foreign Language Books
1540 S.W. 14th Terr.
Miami, Florida 33145

18.3 Parent tutoring: (mark all that apply) 18.3 2,7,4

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component Compton College
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 1,4,5,8

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
(4)-small group instruction
(5)-individualized learning
6-open classroom learning centers
7-guided discovery and inquiry
(8)-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:
Through team-teaching the associate teachers would provide the English element for the Spanish room and the bilingual teacher would provide the Spanish language element in the associate classes. pp6

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,2
0-method not mentioned
(1)-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
(2)-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification;

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 1, 4, 5, 8

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-ENT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
(4)-small group instruction
(5)-individualized learning
6-open classroom learning centers
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(2)-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.1 1, 2

(Traditional teacher directed lessons) Cp. 24-26

20.2 Cognitive development in later grades (grade 4 and above)
0-method not mentioned
(1)-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

20.2 1

Cp. 27-31

Programmed materials and grade level books - Adden. # 1 p3, 4

Continuation i

p16a

Participating in first-grade activities that can be adapted to develop English reading and writing skills (E)
Writing group and individual creative stories (S)
Using manipulative materials to develop number concepts (S-E)
Adding English vocabulary to a picture dictionary (E)
Making up, writing, reading, and telling simple riddles (S-E)
Playing a simplified form of anagrams (S-E) (E late in year)
Making up titles for stories (S)
Finding synonyms and antonyms (S)
Putting endings on verbs and nouns within context (S)
Making compound words from two short words (e.g., fire, man to fireman; cow, boy to cowboy)
Asking questions for the teacher's answers and giving answers to the teacher's questions (S)
Choosing common prefixes and suffixes, inflectional endings, and common roots to derive meaning (S)
Guessing the meaning of a new word from a sentence the teacher says or writes on the board (S)
Matching words with pictures (S-E)

Alternative Implementations

The realities of situational problems in every school district suggest that alternatives to the implementation of the program may be necessary in order to allow reflection of local needs, conditions, and resources. Some alternative methods of implementing language development are listed below. The last two concern Spanish-speaking pupils in classes with a majority of English-speaking pupils.

- Team teaching to assure meeting the language requirements of the program. If the classroom teacher does not possess adequate bilingual skills, qualified primary teachers in the school could share responsibilities for the communications skills.

17.3

- Group teaching basic to the problems of Spanish-speaking pupils within the English-speaking group. Here, the teacher provides listening and speaking experiences with the use of the tape recorder and listening posts. The teacher also seeks to provide small-group learning activities through careful planning and with the help of a teacher aide.

21.0 SELF-ESTEEM 21.0 3,4,5,6,7,8

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned
Learning Center and Glasser Reality Therapy Techniques.

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
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0-none mentioned
Learning Center and Glasser Reality Therapy Techniques.

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2

1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1,2,4,7
0-no bicultural component mentioned
(1)-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
(2)- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
(4)-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
(7)-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
(2)-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1,2,3

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1,2,4,7
0-no bicultural component mentioned
(1)-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
(2)-Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
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1-narrowly: primarily Anglo-Saxon orientation
(2)-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1,2,3
0-group not specified
(1)-project children
(2)-adults of the project community
(3)-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 1,2,3
0-group not specified
(1)-project children
(2)-adults of the project community
(3)-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 17

0-method not specified
no-no provision for informing community
(1) bilingual newsletter
2- monolingual newsletter
(3) news sent to mass media.
(4) if articles included with project, check 4 P39C P43C
(5) bilingual fliers sent home
(6) formal meetings
(7) informal meetings open to entire community
(8) meetings conducted in both languages
(9) home visits
(10) other (specify) - community aide
(11) project director personally involved in program dissemination. specify how - Explains goals and the bilingual services needed by the Bilingual Project to meet the long-range program objective. Cp37
(17) college credit class

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1, 2, 4, 3, 5, 6, 8

0-type not specified
no-not sought
(1) existing community groups working with program
(2) bilingual questionnaires
(3) community-school staff committees
(4) community advisory groups Cp7
(5) formal meetins open to the entire community
(6) informal meetings with community groups
7-other (specify)
(8) project director personally seeks involvement of community in program. specify how: Active participation in numerous community activities; speaking engagement

Local organizations were involved in planning.

24.5 The school keeps informed about community interests, events and problems through: 24.5 1, 2, 3, 4

no-no mention of school seeking to be informed about community
(1) meetings open to the entire community conducted in both languages
(2) community representatives to the school
(3) bilingual questionnaire sent to the home
(4) home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2, 3

0-not mentioned

(4)-informal meetings open to entire community
(8)-meetings conducted in both languages
(9)-home visits
(10)-other (specify) - community aide
(11)-project director personally involved in program dissemination. specify how - Explains goals and the bilingual services needed by the Bilingual Project to meet the long-range program objective. Cp 37
(17)- college credit class

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1, 2, 4, 3, 5, 6, 8

0-type not specified
no-not sought
(1)-existing community groups working with program
(2)-bilingual questionnaires
(3)-community-school staff committees
(4)-community advisory groups Cp 7
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Local organizations were involved in planning.

24.5 The school keeps informed about community interests, events and problems through: 24.5 1, 2, 3, 4

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(1)-meetings open to the entire community conducted in both languages
(2)-community representatives to the school
(3)-bilingual questionnaire sent to the home
(4)-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2, 3

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
(2)-providing adult education courses
(3)-other (specify): use community center for social and cultural activities.

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1, 5, 6, 7

(1)-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
(5)-films
(6)-visitors to observe the program
(7)- papers presented at conferences

25.2 Project's impact: 25.2 8

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program

2-Project mentions other schools in the local educational system have started bilingual programs see xerox 20a

3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

8- Improved community awareness and morale

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 4

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 3

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 1
1-A comparison group has been chosen see xerox 9a
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1,3,5,7
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

Addendum #1 C'70

p 20a

The objectives: "To improve skills - levels of aides; - to broaden aides' horizons through college contact", appendix number 10, have been successfully implemented.

IMPACT:

25.2 The general assessment of the impact of the first year's operation has been very favorable. Appendix number 12 and 13 indicate overwhelming community support for the Bilingual Project. This project involved itself in the Dickison Community Lighted School, Federally funded project, see appendix numbers 14 and 15, and Largo Community Center, another federally funded project under the CAP agency. A Parent Advisory Council, see appendix number 16 was formed with an average attendance of over 60 parents at each scheduled meeting. The following organizations have sent institutional representatives to advise and support the Project Director and staff: League of United Latin American Citizens (LULAC); Mexican-American Political Association (MAPA); Welfare Rights Association (WRA): and the Largo Community Center as an institution.

The project director, Frank M. Goodman, has presented the project's goals, appendix numbers 17, 18, 19, 20, at various professional conferences and introduced active "Friends for Bilingual Education" at a four county meeting of Exemplary Programs in Education held last February in Newport Beach, California. The Project Site has been visited by numerous distinguished educators, civic leaders and "Friends For Bilingual Education."

The unexpected effects or spin off indicated that Bilingual Education is more than an educational concept but a new direction of meaningful life with a directed destiny for the American Citizens of Latin American Heritage. Through the voluntary involvement of
other - project staff members as educational advisors to MAPA (Mexican American Political Association), "Cinco de Mayo" a National Mexican Holiday, will be a legal holiday next school year, appendix number 33. The league of United Latin American Citizens (LULAC), see appendix numbers 13 and 21, honored the project director and "Bilingual Workers."
other - The Project Director has been invited to participate in an exchange - "Impact of Mixed Cultures on Aesthetics in Education" see appendix number 20,at the 4th National Symposium on Creative Communications: Orff-Schulwerk - USC. Another unexpected effect
other | was the visitation of Dr. Ignacio Pedro Mardones, editor of "EVA - Publicaciones Infantiles" from Spain. The need to assess and then develop materials unique to the Spanish-speaking children of Compton challenged this educator. His company EVA, Bilbao, Spain, is the 2nd largest publisher and distributor of children's textbooks in Latin America. He has agreed to help us in developing materials unique to this project. One of the most important effects has been the regular attendance of students to these bilingual classes. A relevant curriculum concerned teachers, and active parent community involvement has made pupil absenteeism a thing of the past.

other | A new spirit of community leadership and community destiny is developing due to this community school involvement. This project through its Parent Advisory Council and "Friends" meetings has become a nucleus for community and school dialogue. The Bilingual Project has become the voice and feelings of the Hispanic American Community in Compton.

Today we hear the following parent and community comments "Why didn't I have this when I was a child."